

AFNORTH British Section Assessment Policy

Assessment is a tool to inform planning and learning. It is the means by which the progress and attainment of pupils is tracked.

Effective assessment procedures raise children's self-esteem. They encourage children to see learning as a continuum; defining difficult as a new learning, avoiding comparisons with others and creating a learning culture where achievement is the subject of celebration. They create a belief in oneself and the confidence to succeed. They provide motivation and enable children to become lifelong learners.

Why do we assess?

- To define each child's ability: what the child knows understands and can apply.
- To reveal each child's strengths and weaknesses.
- To ensure early identification of children with SEND.
- To inform future planning and target setting.
- to ensure continuity and progression for children.
- To communicate accurate information about each child to themselves, other staff, parents/carers and other educational agencies.

Our method of assessment

Assessment serves many purposes, but its main purpose is to help teachers, support staff, pupils and parents plan next steps in learning.

- We assess pupils against agreed assessment criteria based on National Curriculum objectives.
- Assessment criteria are arranged hierarchically
- Expected to achieve by the end of each academic year.
- Formative (on-going) assessment is integral to lessons planning
- Standardised assessment tasks and tests are used alongside teachers' professional judgements to further ensure rigor and robust procedures.

To comply with statutory requirements. How will we assess?

The two identified ways of assessing children will be employed:

'Assessment Of Learning' and 'Assessment For Learning'

Assessment Of Learning consists of two main areas:

Formative Assessment which is ongoing teacher assessment and is based on the teacher's observations and evaluations of the pupil's work and learning through: observations; looking at children's work, marking, questioning and discussion with the children.

When planning, staff will explore specific attainment expectations for assessment i.e. EYFS Early learning Goals; Phonics Checks; and End of Key Stage Interim Frameworks. **Moderation Meetings** will be held termly, led by phase leaders, to ensure assessments are recorded to consistent age-related standards across the school and in comparison to other schools.

Summative Assessment which is a check of a child's learning and understanding at a particular time. The analysis of test results will be used to inform future curriculum planning and targeting of children for specific areas of English and Maths.

Assessment For Learning involves ensuring children play an active part in their own learning:

Assessment for learning has been defined as

'how learners and their teachers look at and find out, what the learners know, where they need to go in their learning and how best to get there.'

The characteristics of Assessment for Learning are that:

- it is embedded in a view of teaching and learning

- it involves sharing learning objectives, success criteria and targets with pupils;
- it involves modelling of good practice by the teacher;
- it aims to help pupils to know and to recognise the standards they are aiming for, and helps children to recognise 'what makes good';
- it involves pupils in self-assessment and peer assessment;
- it provides effective feedback which leads to pupils recognising their next steps and how to take them;
- it is underpinned by confidence that every pupil can improve;
- it involves both teacher and pupils reviewing and reflecting on assessment data

The characteristics of Assessment of Learning are that:

- Assessments are moderated by experienced professionals, both internal and external, to ensure accuracy, reliability and validity.
- Research, training and best practice and innovation from local, national and international sources is considered in order to improve our own assessment practice.
- Judgements are formed according to common principles; processes ensure consistency and draw on a range of evidence.

Pupil Progress Meetings

Class teachers meet with the head teacher termly to ensure all children are: engaged with their learning; being challenged; building on previous learning and are making expected or better than expected progress.

If necessary 'barriers to their learning' will be discussed and interventions planned.

Early Years Foundation Stage

Children in Sunbeams and Reception are assessed in accordance with the *Statutory Framework for the EYFS (DfE, 2014)*. On-going assessment is an integral part of the learning and development process and involves practitioners observing children to understand their level of development.

Assessments are regularly made against the development statements and early learning goals. These are:

- *Communication and Language - Listening & Attention, Understanding, and Speaking*
- *Physical Development - Moving & Handling and Health & Self-care*
- *Personal, Social and Emotional development - Self-confidence & Self-awareness, Managing Feelings & Behaviour, and Making Relationships*

Specific Areas

- *Literacy - Reading and Writing*
- *Mathematics - Numbers and Shape, Space & Measures*
- *Understanding the world - People & Communities, The World, and Technology*
- *Expressive Arts & Design - Exploring & Using Media & Materials and Being Imaginative*

Evidence of judgements against each of the statements is collected through observations, books and discussions in written, photographic and video formats.

Summative data for EYFS is inputted into Target Tracker at the end of every term, as with the Primary phase data, to enable focused analyses that feed into the school's improvement plans.

Parents/carers of children in Sunbeams and Reception meet twice a year to discuss areas of progress development and next steps (using Learning Journey and Conference sheet. At the end of the year or when they leave AFNORTH they receive a written summary of their child's development in the following areas:

Characteristics of Effective Learning

- Playing & Exploring
- Active Learning
- Creating & Thinking Critically

Prime Areas

- Personal, Social & Emotional Development
- Communication & Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

End of Reception

All pupils are assessed against the Early Learning Goals (ELG's) at the end of IY1. They receive one of three levels for each aspect of the seven areas:

- *Emerging (1)*
- *Expected (2)*
- *Exceeding (3)*

R-Y6 Assessment

Target Tracker:

At appropriate termly intervals, class teachers record the step at which each child is working at on our online assessment system, **Target Tracker**. This allows the school to monitor pupil attainment in the context of age-related expectations and track progress over time. Lower attaining pupils may be working at a band below their current year, and can be recorded as such.

Tracking Attainment and Progress with Steps

To track pupil attainment Target Tracker uses a system of 'steps'. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment and follows on from the assessment system in the Early Years Foundation Stage.

The terminology has been selected for consistency and clarity, but also to avoid any suggested judgement when describing the attainment of pupils working below the expected band for their year group.

Each year band has been broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure + (s+)

The three broader sections may be thought of in these terms:

- **Beginning** - Pupil learning is chiefly focused on the criteria of the band. There may be minimal elements of the previous band still to gain complete confidence in.
- **Working within** - Pupil learning is fully focused on the criteria for the band. Up to 70% of the statements are confidently achieved.
- **Secure** - Confidence in all of the criteria for the band. There may be pupil learning still focused on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

Where the sections have been broken down into steps this is designed to allow class teachers to represent and report progress for a pupil where they may not feel that the best fit is within the next section. For example, a pupil may be assessed as *Beginning* in the Autumn Term.

The next time the class teacher records a summative assessment they may not feel that the pupil has progressed to *Working Within*, but the pupil has made progress. An assessment of *Beginnings* allows that progress to be represented and will feed through to overall class and key stage reporting. The inability to record smaller progress measures was a frustrating issue with the outgoing levels (and points) system.

R-Y6 Assessment

- Year 1 pupils who are working below the beginning of the Year 1 band can still be assessed in the EYFS 40 - 60 W, 40 - 60 W+, 40 - 60S, or 40 - 60S+ month band steps.

	Working below age related expectation
b/b+	Beginning
w/w+	Mastering the objectives (working within age related expectations)
s	Mastered the objectives (working at upper age related expectations)
s+	Mastered with depth (above age related expectations)
Next Year Band	Academically More Able (Gifted)

Procedures for Assessment

Staff need to:

- Update on an ongoing basis records of assessment in the Early Years Foundation Stage Profile (EYFS). This will form the end of year report and end of year assessment data.
- Use success criteria as a means of engaging the children in their specific learning objectives and to identify elements of success for an activity.
- Identify opportunities for assessing success criteria in the medium and short term planning in relation to skills and knowledge.
- Use examples of pupil's work assessed against success criteria, to help teachers and pupils to understand children's strengths and weaknesses and create targets for their improvement.
- Give pupils clear and understandable targets and regular feedback about their achievements, using formative feedback where possible.
- Keep records of assessment - these will be a combination of marking in the children's books, the children's targets, information recorded on foundation assessment record sheets and data from testing kept by class teacher. (See 'Records' section)
- Undertake summative assessments, which will be arrived at through a variety of testing materials. This data will be recorded on Progress Mapping and Cohort Tracking sheets at the end of each year, and as part of the midyear review of children's progress. These assessments will be for Reading, Writing, Maths for all years.
- Carry out mid-year assessments to create targets for improvement for the end of year assessments, and in order to reflect on progress and identify children who may be at risk of underachieving.
- Ensure that other adults working in the classroom are clear about their role in assessment and will communicate significant information about our pupils to relevant staff.
- Communicate targets for improvement on report cards with parents.

Target log sheet (I can statement)

In reading, writing and maths, targets are phrased as 'I can' statements and these are generic, layered targets to ensure targets build up using the same system.

- Teachers aim to see 3 examples where a child has met their target, and each time there is evidence of completion the date is recorded on the record sheet. Once this has been achieved 3 times the target has been achieved. There is also room on the record sheet to write a comment on work towards the target – and to make comment on any significant factor which may have made an impact on the time it has taken to achieve it (e.g. Periods of long leave)

- The aim of the record sheet is to be a working document, where children are encouraged to look out for examples of achievement and share this with the teacher working with them.
- During child – teacher conferencing older children are expected to bring their record sheet or evidence to show where the target has been achieved.
- Through the teachers’ guidance, the child is expected to know how to narrow the gaps in their learning and to develop their own next steps in their learning journey.

Pupil Assessment File

Information and records for each child will be kept in an assessment file. The records in this file should include:

- Examples of leveled pieces of writing
- Reading assessment grids
- Maths Hubs (White Rose) assessments
- Current target sheet
- IEPs

Pupil’s Individual Personal Profiles (PIPP’s) are also kept in the office, and the following information is kept and updated annually:

- Personal and Social Profile sheet
- Copy of End of Year Annual Report
- Report cards
- Partner language report cards
- Individual Tracking and Target setting sheet

End of year Summative Assessment

A summative assessment of a child’s progress and attainment will be carried out in Term 3. These assessments will address reading level, writing level and mathematical level for all year groups.

Reporting to Parents:

Pupils’ progress is reported to parents in October, March and June